



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5702 S Campbell, Tucson, AZ 85706

Sunnyside Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Steve Price  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-5  
Web Address :  
Phone Number : (520) 545-3600  
Fax Number : (520) 545-3616  
E-mail : stevep@susd12.org

### Mission

Ocotillo students will meet or exceed the Arizona academic standards, as they actively engage in a safe, clean, and productive learning environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Reading Standards.
- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Writing Standards.
- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Math Standards.
- ü All students attending Ocotillo Elementary will meet or exceed the Arizona Science Standards.

### Enrollment

October 1, 2005 School Year Student Enrollment : 528  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 15

## Instructional Programs

- ü Success For All
- ü Sheltered English Immersion/ESL Classes
- ü Title I/Program Facilitator
- ü Specialists: Music , PE and Art
- ü MOMR/MD Special Ed. Program
- ü Targeted Tutoring and Homework Help
- ü Full-day Kindergarten
- ü Violence Prevention

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Parents are seen as important partners in their child's education. Communication occurs via report cards, home visits, conferences, PTO meetings, parent handbook, and newsletters. Parent views can be shared via the Site Council, PTO, as well as interaction with staff.

All parents should receive a Parent Handbook at the beginning of the year. This contains all the important information regarding school policies and operating procedures that parents should know.

### Parents

Parents are responsible to get their children to school on time and inform the office when that is not possible. Parents are responsible for following District policies in reporting their child's absences.

Parents are responsible for making sure their child comes to school dressed in accordance with our school uniform and dress code.

Parents need to get involved/informed, and communicate regularly with the teachers and school staff regarding their child's progress.

## Transportation Policy

Ocotillo is a neighborhood school where 90% of the K-5 students either walk or are driven to school by their parents. Ocotillo borders are from Bilby E/Park N/Drexel E/Del Moral. Transportation is provided to spec. ed. students who require it.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 2004 No Child Left Behind Blue Ribbon Award Recipient	2004
ü North Central Accreditation Certification	2004
ü Desert Museum Art Contest 1st, 2nd & 3rd Place Winners	2002
ü 1st Place in SACA Chess League Tournament	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1372	80010	98	99	99	436	442	447	18	9	10	31	21	18	43	57	53	8	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	674	38935	100	99	99	433	443	447	9	9	9	39	19	19	48	59	55	4	13	17
Male	38	697	40974	97	99	98	438	441	448	24	9	11	26	22	18	39	56	52	11	12	19
African American	--	22	4201	--	92	99	--	443	430	--	5	17	--	18	23	--	68	51	--	9	9
Hispanic	56	1215	34545	98	99	99	435	442	432	20	9	14	32	21	24	41	57	53	7	13	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	51	3979	NC	100	96	NC	424	424	NC	18	17	NC	25	30	NC	55	47	NC	2	6
White	NC	78	35142	NC	100	99	NC	457	465	NC	6	5	NC	14	11	NC	55	56	NC	24	28
Students with Disabilities	16	201	10161	94	98	93	443	409	419	38	32	28	38	30	28	19	34	36	6	3	8
Students without Disabilities	45	1171	69849	100	99	100	435	447	451	11	5	7	29	19	17	51	61	56	9	14	19
Limited English Proficient Students	28	518	14013	100	99	97	427	426	413	11	15	24	46	31	34	39	47	39	4	6	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	57	1217	39029	98	99	98	434	440	432	19	10	14	32	22	25	42	56	52	7	12	9
Non-Economically Disadvantaged	NC	155	40981	NC	100	100	NC	453	462	NC	6	6	NC	13	13	NC	65	54	NC	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1369	79438	97	99	98	424	438	451	15	12	9	53	31	24	32	52	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	674	38775	100	99	99	436	444	457	NA	9	7	52	28	22	48	57	58	NA	5	13
Male	37	694	40560	95	98	97	416	431	446	24	15	12	54	35	25	22	47	54	NA	3	9
African American	--	22	4178	--	92	98	--	438	439	--	5	13	--	41	29	--	50	52	--	5	6
Hispanic	55	1212	34297	96	99	98	425	436	434	16	13	14	51	32	31	33	51	50	NA	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	51	3940	NC	100	95	NC	431	429	NC	10	14	NC	35	36	NC	55	47	NC	NA	3
White	NC	78	34887	NC	100	98	NC	461	471	NC	4	4	NC	23	15	NC	60	63	NC	13	18
Students with Disabilities	16	200	9588	94	97	88	414	394	416	25	39	30	69	39	32	6	21	34	NA	2	5
Students without Disabilities	44	1169	69850	98	99	100	426	445	456	11	7	7	48	30	23	41	58	59	NA	5	12
Limited English Proficient Students	27	515	13856	96	99	96	409	412	407	19	23	27	59	44	43	22	33	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	56	1214	38685	97	98	97	424	435	435	16	13	14	54	33	32	30	50	50	NA	4	5
Non-Economically Disadvantaged	NC	155	40753	NC	100	99	NC	456	467	NC	6	5	NC	18	16	NC	67	62	NC	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	1378	79971	95	100	99	397	430	423	10	5	8	68	35	41	20	57	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	677	38974	100	100	99	410	443	437	NA	4	5	70	28	33	26	65	57	4	4	4
Male	36	700	40895	92	99	98	387	417	410	17	7	10	67	43	47	17	49	41	NA	1	2
African American	--	23	4203	--	96	99	--	434	411	--	4	11	--	30	45	--	65	43	--	NA	2
Hispanic	54	1220	34481	95	99	99	396	429	410	11	6	10	67	35	46	22	57	43	NA	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	51	3995	NC	100	96	NC	425	409	NC	4	10	NC	45	47	NC	47	42	NC	4	1
White	NC	78	35150	NC	100	99	NC	440	437	NC	3	5	NC	35	35	NC	60	56	NC	3	5
Students with Disabilities	16	202	10258	94	98	94	381	385	377	25	14	23	75	56	51	NA	29	25	NA	0	1
Students without Disabilities	43	1176	69713	96	100	100	399	437	429	5	4	5	65	32	39	28	62	52	2	3	3
Limited English Proficient Students	27	516	13985	96	99	97	382	407	382	7	8	18	70	49	54	22	42	27	NA	0	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	55	1221	38994	95	99	98	395	428	409	11	6	10	67	37	47	22	55	41	NA	2	1
Non-Economically Disadvantaged	NC	157	40977	NC	100	100	NC	446	437	NC	4	5	NC	24	34	NC	69	56	NC	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1368	80147	100	99	99	478	470	482	23	13	11	21	22	17	38	50	49	18	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	692	39281	100	100	99	482	470	483	19	12	9	22	22	17	31	51	50	28	15	24
Male	29	676	40780	100	98	98	473	470	482	28	14	12	21	22	17	45	48	48	7	16	24
African American	NC	18	4249	NC	100	99	NC	476	464	NC	17	17	NC	11	22	NC	56	48	NC	17	13
Hispanic	55	1205	33494	100	99	99	479	470	466	25	13	15	18	22	23	36	49	49	20	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	98	96	NC	457	456	NC	16	19	NC	31	27	NC	50	46	NC	3	8
White	NC	81	36122	NC	99	99	NC	471	501	NC	14	5	NC	20	10	NC	52	50	NC	15	35
Students with Disabilities	15	202	10295	100	94	92	428	429	443	67	38	33	27	34	26	7	26	33	NA	2	8
Students without Disabilities	46	1166	69852	100	100	100	482	477	488	9	8	7	20	20	16	48	54	51	24	18	26
Limited English Proficient Students	24	534	12722	100	99	97	445	448	441	21	20	27	42	32	33	33	43	37	4	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	57	1225	38371	100	99	97	477	469	465	21	13	15	21	23	23	40	49	49	18	15	13
Non-Economically Disadvantaged	NC	143	41776	NC	100	100	NC	485	498	NC	9	6	NC	14	11	NC	56	49	NC	21	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1368	79686	98	99	98	452	451	470	22	17	11	37	34	24	40	46	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	692	39163	100	100	99	454	454	475	19	12	9	34	35	22	47	50	60	NA	2	10
Male	28	676	40438	97	98	97	450	447	465	25	21	13	39	34	25	32	42	54	4	4	7
African American	NC	18	4228	NC	100	98	NC	476	458	NC	6	15	NC	33	28	NC	44	53	NC	17	4
Hispanic	54	1205	33299	98	99	98	454	450	452	22	17	17	35	35	32	41	45	47	2	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	58	4087	NC	98	96	NC	448	446	NC	21	16	NC	22	38	NC	57	44	NC	NA	2
White	NC	81	35914	NC	99	98	NC	459	489	NC	11	5	NC	33	15	NC	53	67	NC	2	14
Students with Disabilities	15	203	9808	100	94	87	393	411	432	60	47	35	33	39	32	7	12	30	NA	2	3
Students without Disabilities	45	1165	69878	98	100	100	458	457	475	9	11	8	38	34	23	51	52	61	2	3	9
Limited English Proficient Students	23	534	12594	96	99	96	419	425	422	30	29	34	61	49	45	9	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	56	1225	38095	98	99	97	451	448	452	20	17	17	38	36	32	41	44	48	2	3	3
Non-Economically Disadvantaged	NC	143	41591	NC	100	99	NC	471	486	NC	11	6	NC	22	16	NC	59	65	NC	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1375	80372	100	99	99	453	468	475	16	6	4	38	29	30	46	64	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	694	39452	100	100	99	473	478	488	9	3	3	31	24	22	59	71	72	NA	1	3
Male	29	681	40836	100	99	98	427	458	464	24	8	6	45	35	37	31	56	56	NA	1	1
African American	NC	18	4264	NC	100	99	NC	502	465	NC	NA	5	NC	22	35	NC	61	59	NC	17	1
Hispanic	55	1212	33608	100	99	99	452	468	462	18	6	6	36	29	36	45	65	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	58	4128	NC	98	97	NC	473	464	NC	2	4	NC	40	39	NC	59	56	NC	NA	1
White	NC	81	36213	NC	99	99	NC	468	489	NC	5	2	NC	37	22	NC	54	72	NC	4	3
Students with Disabilities	15	206	10526	100	95	94	392	419	427	53	19	15	40	49	53	7	30	31	NA	2	1
Students without Disabilities	46	1169	69846	100	100	100	458	476	482	4	3	3	37	26	26	59	70	69	NA	1	2
Limited English Proficient Students	24	536	12747	100	99	97	420	447	432	17	8	12	58	43	52	25	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	57	1232	38521	100	99	98	452	466	461	14	6	6	39	30	38	47	63	55	NA	1	1
Non-Economically Disadvantaged	NC	143	41851	NC	100	100	NC	485	489	NC	4	3	NC	22	22	NC	70	72	NC	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1284	79306	100	99	99	485	492	504	19	18	13	30	23	20	47	47	49	5	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	596	38845	100	100	99	488	492	505	17	16	11	20	23	20	57	49	50	7	13	18
Male	34	688	40383	100	99	98	481	492	504	21	19	14	38	23	19	38	46	47	3	12	19
African American	--	31	4171	--	100	98	--	488	485	--	19	20	--	26	26	--	45	44	--	10	10
Hispanic	58	1122	32673	100	99	99	486	491	487	19	18	18	29	23	25	47	47	46	5	12	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	100	97	NC	484	479	NC	16	22	NC	30	29	NC	43	43	NC	11	7
White	NC	71	36234	NC	100	99	NC	506	523	NC	14	6	NC	18	13	NC	51	52	NC	17	28
Students with Disabilities	23	240	10286	100	98	91	447	448	462	52	52	41	35	28	27	13	18	27	NA	2	5
Students without Disabilities	41	1044	69020	100	100	100	498	501	510	NA	10	9	27	22	18	66	54	52	7	15	21
Limited English Proficient Students	24	363	10291	100	99	96	458	463	458	29	34	38	38	33	34	33	28	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	62	1130	37437	100	99	97	484	490	486	18	19	19	31	23	26	47	46	46	5	12	9
Non-Economically Disadvantaged	NC	154	41869	NC	100	100	NC	504	521	NC	8	7	NC	19	14	NC	59	51	NC	14	27

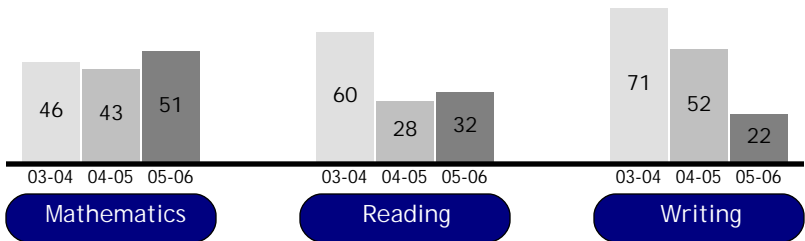
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1271	79000	98	98	98	455	471	489	19	14	10	46	33	24	35	49	58	NA	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	590	38774	97	99	99	457	476	494	14	11	7	48	32	22	38	55	61	NA	2	10
Male	34	681	40150	100	98	98	453	466	485	24	18	12	44	35	25	32	45	55	NA	3	8
African American	--	29	4153	--	97	98	--	461	476	--	14	13	--	52	30	--	31	53	--	3	4
Hispanic	58	1114	32508	100	98	98	453	470	472	21	14	15	47	34	33	33	50	49	NA	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	100	96	NC	462	467	NC	18	14	NC	32	37	NC	48	46	NC	2	2
White	NC	68	36135	NC	97	98	NC	490	508	NC	12	4	NC	24	14	NC	53	67	NC	12	15
Students with Disabilities	22	227	9991	96	93	88	430	432	449	36	44	33	50	39	36	14	17	29	NA	NA	2
Students without Disabilities	41	1044	69009	100	100	100	464	478	495	10	8	6	44	32	22	46	57	62	NA	3	10
Limited English Proficient Students	23	359	10199	96	98	95	429	442	439	39	33	35	52	48	47	9	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	61	1118	37234	98	98	97	455	468	472	18	15	15	48	35	33	34	47	50	NA	2	3
Non-Economically Disadvantaged	NC	153	41766	NC	100	99	NC	486	505	NC	7	5	NC	22	16	NC	67	65	NC	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1288	79611	100	100	99	470	492	496	14	7	7	44	35	37	42	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	596	39016	100	100	99	489	505	511	10	5	4	27	28	29	63	67	66	NA	0	1
Male	34	692	40519	100	99	98	451	481	482	18	9	10	59	42	44	24	49	46	NA	NA	0
African American	--	30	4188	--	100	98	--	483	486	--	13	9	--	37	40	--	50	50	--	NA	0
Hispanic	58	1126	32855	100	100	99	472	493	481	14	7	10	43	34	43	43	59	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	57	3992	NC	100	96	NC	492	478	NC	5	10	NC	46	46	NC	49	44	NC	NA	0
White	NC	71	36380	NC	100	99	NC	491	511	NC	6	4	NC	49	30	NC	44	65	NC	1	1
Students with Disabilities	23	241	10664	100	99	94	443	439	440	22	22	23	57	59	54	22	20	22	NA	NA	1
Students without Disabilities	41	1047	68947	100	100	100	480	504	504	10	4	4	37	30	34	54	66	61	NA	0	1
Limited English Proficient Students	24	364	10362	100	99	97	430	458	438	25	15	22	58	54	57	17	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	62	1134	37626	100	99	98	469	490	479	13	8	10	45	36	45	42	56	45	NA	0	0
Non-Economically Disadvantaged	NC	154	41985	NC	100	100	NC	510	511	NC	3	4	NC	31	30	NC	66	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	NA	NA	58	100	28	38	47	85	27	35	46
	Language	100	NA	28	50	100	18	39	47	85	21	37	48
	Mathematics	100	NA	49	64	100	32	42	50	85	39	43	52
3	Reading	96	37	NA	55	98	22	33	44	84	28	34	46
	Language	96	44	53	61	98	28	34	44	84	30	35	46
	Mathematics	100	56	54	61	97	36	41	51	84	44	46	52
4	Reading	97	31	NA	56	98	35	39	48	82	39	37	52
	Language	100	33	41	52	98	29	38	49	82	35	37	52
	Mathematics	100	44	50	61	100	41	44	53	82	58	48	58
5	Reading	96	31	NA	55	97	35	40	50	86	30	39	56
	Language	100	41	39	49	97	38	39	50	88	27	37	54
	Mathematics	100	56	52	63	98	37	39	49	88	32	41	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Ocotillo Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Goal Setting
- ü Shared Decision Making
- ü Strategic Planning
- ü Implement Site Improvement Plan
- ü Staff Development Planning
- ü School Safety Planning

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	10.00	Teacher Aide	13.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	3	0	0
10 or more years	1	13	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	120
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü Computer Labs in All Classes
- ü Indoor Therapy Swimming Pool
- ü Computer Lab in the Library

### Extracurricular Activities

- ü Soccer and Cross Country Teams
- ü Library Club
- ü Student Council and Peace Patrol
- ü Tech Gyrls
- ü Band/Orchestra
- ü Chess Team
- ü Coed Basketball Team and Spec. Olympics
- ü Cheerleading Squad

### Social Services

- ü Breakfast/Lunch Programs
- ü After school KIDCO
- ü Clothing Assistance
- ü Dental Service
- ü Counseling Services/Wellness Center
- ü Eye Glasses/Examinations
- ü Adult Education--Parenting Skills & ESL
- ü Parent Support Group

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ocotillo was one of five 2004 No Child Left Behind Blue Ribbon Award recipients in Arizona . This honor was based on the most significant increase in student achievement in Arizona on the State assessments over the four year period of 2000-2003.
- ü Ocotillo was granted accreditation from the North Central Accreditation Association this year certifying that the quality of the educational experiences for students are effectively advanced and are in compliance with the criteria of the commission.
- ü The number of parent involvement hours increased by over 20%. Parent volunteers contributed over 8000 hours of service at Ocotillo, an increase of over 1500 hours from 2003-04.
- ü Ocotillo's principal was nominated by the Superintendent of the Sunnyside School District as the district's nominee for the Arizona Supervisors Associations' Administrator of the Year 2003-2004.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We teach the students the strategies needed to make wise choices. The counselor and teachers teach lessons that empower the students to respect themselves and others.

Our Coyote Pledge expresses the climate we are striving to create:

We are the Ocotillo Coyotes.

We pledge to come to school prepared.

We will be friendly, helpful, and treat everyone with respect.

We promise to work hard, cooperate and never give up.

We are the Ocotillo Coyotes we have pride in our school and ourselves.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Steve Price	(520) 545-3600
Transportation Policy	Rick Pederson	(520) 545-2106
Community Resources	Lisa Garcia	(520) 545-3608
School Nutrition Programs	Denice Zanin	(520) 545-3614
Parent Organization	Ana Garcia	(520) 545-3623
Student Health/Nurse	Maureen Page	(520) 545-3611

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 275 Copies = \$107.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.